

Name _____

Date _____

Multiplication and Division Student Checklist

Directions: Below are the standards for third graders to be able to do in the first unit of study. Read each standard and think about what you can do! Put a checkmark that best shows what you can do now!

| Math Standard | Not yet | Starting to | Yes! | Even better |
|--|----------------|--------------------|-------------|--------------------|
| | 1 | 2 | 3 | 4 |
| I can arrange objects (blocks, arrays, pictures, number lines, cubes, and so on) into equal groups and understand the product. | | | | |
| I can write an equation about the equal groups I made. | | | | |
| I can make a model showing the equation I made. | | | | |
| I can describe a context for a number expression. | | | | |
| I can start with a set of objects and divide into equal shares. | | | | |
| I can write an equation about the equal groups I made. | | | | |
| I can make a model showing the equation I made. | | | | |
| I can solve multiplication and division word problems using different strategies like models, arrays, drawings, or equations. | | | | |
| I can use a symbol for an unknown amount when I write an equation. | | | | |
| I can find a missing number in a multiplication or division problem to make the number sentence true. | | | | |
| I can use the distributive property for multiplication and division. | | | | |
| I can use the associative property for multiplication. | | | | |
| I can use the commutative property for multiplication. | | | | |
| I can understand division in ways that make sense to me. | | | | |
| I can understand the relationship between multiplication and division in ways that make sense to me. | | | | |
| I can find the unknown fact of division using different strategies that make sense to me. | | | | |
| I can solve multiplication and division problems using fact families. | | | | |
| I can solve multiplication and division quickly because I know my facts from 1-9. | | | | |
| I can solve word problems with 2-steps using addition, subtraction, multiplication, and division. | | | | |
| I can use a letter to stand for a number I don't know. | | | | |
| I can check if my answer is reasonable by using mental math. | | | | |
| I can check if my answer is reasonable by estimating. | | | | |

[illegible]